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ABSTRACT

The concept of teacher education is broadened to include the transmission of effective, realistic, and contemporary education from classroom teacher to pupil. The tools necessary for this transmission are made available in a staff development program initiated by the Institute of Educational Development (IED). The program uses workshops, practice sessions, resource preparation sessions, direct experience clinics, and seminars to familiarize pre- and in-service teachers with improved teaching skills and flexible learning approaches to stimulating attitude change. These program goals lead to constant evaluation and adjustment in order to meet a realistic and applicable approach to education. (Appendix A presents the span of staff development activities from February 1969 to April 1971; appendixes B and C present graphs of the program's density and potential; and appendix D gives a brief description of IED, with stress on development and implementation.) (BRB)

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ED 075391

STAFF DEVELOPMENT

THROUGH

THE

TEACHER EDUCATION CENTER

CONCEPT

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SP 006 356

by

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I

A TEACHER AFFECTS ETERNITY; HE CAN NEVER TELL WHERE HIS INFLUENCE STOPS

—Henry Adams

From the moment a child enters a school building for the first time, his life begins to change. As he enters this new environment, an environment teeming with strange and unfamiliar wonders, he is no more aware of the changes to come than are the walls of the building itself. For it is not the walls that will touch him most deeply, just as it will not be the seats or the stairs, the rooms, the pens, the pencils, the boards or the books. Though they will all become a part of his newly-evolving self, aiding him in his struggle to understand and appreciate his vast, new, rapidly-expanding world, they are inanimate, silent, and alone can do nothing to reach his curious mind.

It is instead people who will have the greatest influence on his growth. Some will be children like himself, who will understand no more than he does, but who will share in his discoveries and join in his explorations. They will learn through experience, through error, through accidents and incidents to adjust to the changes in their lives. But such learning is slow and unsure, it is chaotic and sometimes painful; and so there are others, other people, to make sense of the experience, to help the children feel their way, to show them the many facets of that experience and to sharpen their senses to the stimulus of life.

These other people, for lack of a better term, for lack of any term at all which can encompass everything they try to do and everything they do; these people are called teachers. Yet when something has been named, it has been limited as well, it is boxed and sealed, anchored, frozen, typed and defined.

The tragedy here, however, is not what has happened to the word; the word itself is insignificant. But if the same thing is allowed to happen to the people, if the teachers themselves are allowed to become set in the cement of a stagnant system, then it becomes a tragedy.

We must consider then, how close we are permitting ourselves to get to this unfortunate condition. We must look at what is being done within our system to prevent such an occurrence. We must study what has been done, what we are now doing, and what we can begin to do to keep our children from fading into the gloomy shadow of static satisfaction. We must dedicate ourselves to the goal of providing for all of our children the one thing which can respond to the demands of their emerging enthusiasm and their eagerness to learn; that is, an exciting and effective education.

Obviously, the first question we must ask ourselves is "How can we provide such an education? What must we do and what must we change in order to incorporate that most important goal into the already numerous goals of our educational system?"

Consider first the scope of these various goals. Our educational system seeks to provide children with a great number of skills, all of which we consider necessary in an educated, well-rounded individual. For example, communication skills - reading, writing, speaking - are undeniably essential for any member of contemporary society. If one is to contribute to that society in any way, if he is even to participate in that society at all, he must have the necessary tools at his disposal to understand and appreciate both the whole and its individual members. Communication in its varous forms could certainly be considered as the most important of these tools. But it can have no value by itself. Like a hammer in a toolbox, it is worthless without both the hand and the nail, the force which drives it and the goal it seeks to accomplish.

By providing a child with skills alone, by being satisfied with his achievement of mere competency, through whatever means we consider effective for the accomplishment of that end, we have actually done him little service. In effect, we have grabbed his hand and wrapped his fingers around the hammer. We have not shown him any of the things he can accomplish with the tool. We have not shown him how to use it most effectively. In fact, we have not even shown him how to hold it, and the result of all this is that he may drop the hammer, or toss it aside as worthless to him.

Accepting as truth the fact that learned skills are essential for effective interaction in society, then it is also true that through our failure to equip him fully for the use of those tools we have cheated him; we have denied him any hope of such interaction or meaningful participation in society.

We return now to the question of scope. If we do fail the child in the ways we have discussed, then it is because our scope is not broad enough, our perspective is too limited. What is called for here is a widening of that view. If we believe that a teacher affects eternity, as Adams asserts, then we must prepare the teacher to accept that enormous responsibility.

At times, it seems as though we have placed the teacher in a locked cell with only one window, through which he can

see nothing more on any given day than he saw the day before. If we force our teachers to remain in these cells long enough, there is good reason to believe that in time they will come to accept the world they see from their window as the world in its entirety. They will no longer have any reason to suspect that there might be more to the world than what appears in their window.

This confinement is furthermore far-reaching in its effect. It does not stop with the teacher, but extends inevitably to the child, serving to imprison him, in a very real sense, in a cell just as barren, and locked just as tightly as any cell of concrete and steel. To free one, we must free the other; for in terms of their particular relationship, the limitations of one are very much the limitations of the other.

Although we have used a number of images to describe the situation, this by no means is meant to imply that the situation or the seriousness of the situation is imaginary. The problems we have been discussing are very real and in no way exaggerated. Now, however, we must concern ourselves with the solutions. Basically, there is only one way to solve such a problem.

If we truly wish to provide our children with the most effective, realistic and contemporary type of education possible, then we must also be willing to provide our teachers with the experiences necessary to transmit and translate as much of their environment as possible. It is not only the child who needs tools, but the teacher as well. If we honestly believe that education should be relevant, meaningful and exciting, then we must at least permit our teachers to seek the tools to make it so.

Certainly this includes an expansion of content, an increase in knowledge, but that alone is not enough. There must be experimentation and innovation. New ways to communicate knowledge must be explored as well as new ways to make that knowledge meaningful.

Fortunately, there are programs presently in existence which seek to provide teachers with this kind of experience. Hopefully, this paper has thus far demonstrated the urgent need for such a program. We now turn our attention to the clarification of several misunderstandings surrounding such programs and, then, to an examination of one such program presently in existence.

II

KNOWLEDGE COMES, BUT WISDOM LINGERS.

--Tennyson

The term is "Staff Development" and though it is basically a self-explanatory term, it is nonetheless surrounded with confusion and misconceptions. To some, staff development is significant only as it relates to factual content; a teacher can only develop by increasing the quantity of factual information he stores in his head. Certainly no one would deny that the acquisition of knowledge is a major aspect in the development of a teacher. Indeed, it is a major aspect in the development of anyone, no matter what his profession might be. But staff development is not exclusively limited to the acquisition of knowledge.

There are others who maintain that it entails a formal study of the traditional methods of education. Again, we concede the value of that particular aspect, but we must keep in mind that it is only an aspect, only one part of the whole.

We have already discussed the need for education to be meaningful. It is important that a distinction be made between "meaningful" and "informative." Education can be and often is, informative without being meaningful. At that point it becomes not education, but programming or training. It is cold and bare and, in more human terms, oppressive. We have mentioned that knowledge alone, without the need or the capacity to employ it in some way, is not enough. New ways to work with the knowledge are necessary, new ways to transmit it, to analyze it, to question it, to revise it, to refute it. To even understand it we must have more at our command than the mere possession of that knowledge.

At any given moment, there are people who are capable of achieving certain ends and, inevitably, those who are not so capable wish to discover the method behind that success. So the method, of course, becomes available and eventually accepted as "the right way" to achieve a particular end.

The world, however, changes, as does everything else; what once was true becomes false, the impossible is commonplace, and the dreams of the past are the present and future realities. The methods of the past may still work, but no longer as well as they should. New methods must be devised to cope with the new problems more effectively. They must take into consideration every available aspect of a given situation and must employ every available aid to arrive at a solution.

This then, is the primary goal of staff development. Those who are involved in such programs are guided by two very basic but very crucial principles. One, that the needs of the present can no longer be adequately met solely by the methods of the past; and two, there can be no satisfaction in mere suitability, for superiority is within our reach. All we need do is stretch, extend ourselves beyond what is comfortable and familiar into an atmosphere that is perhaps quite foreign, but nonetheless full of fascination and vitality.

With all of this in mind, we should now consider an example of such a program and its accomplishments over the last two years in the area of staff development.

III

AND GLADLY WOULD HE LEARN AND GLADLY TEACH.

—Chaucer

The Institute for Educational Development has designated the need for effective staff development programs as one of its most pressing concerns. Within the seven IED schools,[1] the Institute has initiated and maintained a number of activities directed toward this goal.

"The primary thrust of the Institute has been and continues to be staff development, i.e., improving basic teaching skills, defining instructional options, encouraging flexibility in approaches and methods, and stimulating attitude and action changes."[2]

It is in this way that the Institute has stated the components of its primary goal. In a more detailed discussion of objectives, it states that the hope is to:

> Create staff development centers (at the elementary and secondary school levels) in which pre-service (student) teachers may achieve realistic laboratory experiences, and the in-service teachers may enlarge their teaching skills through the use of newly evolving techniques of instruction and self-evaluation. (e.g., team teaching, micro teaching) and the development of creative curricula.

According to the stated objectives, IED has realized that staff development is a necessary goal at all levels of teaching. The program includes pre-service programs as well as the in-service opportunities we have already determined to be so essential. Because of the nature of the programs, they cannot actually be considered as separate. Nonetheless, both the pre-service and the in-service programs have unique, definite and distinct objectives, though obviously such objectives tend to overlap in their actual practice.

> In the Secondary Teacher Education Center the pre-service program is an eight-weeks clinical experience; in the Elementary Center, sixteen weeks. Where practicable, student teachers are assigned two or more cooperating teachers for intensive (in depth) and extensive (in breadth) experience. Before embarking on the "professional year" junior students who will student teach the following semester or year spend one afternoon each week for fifteen weeks as observer-participants in a Center classroom. Bi-weekly seminars are planned by the Center coordinators around subjects suggested by student teachers and observers, providing opportunities for sharing points of view, for analyzing classroom experiences, and for discussions with professional educators.
>
> The in-service program conducted in both Centers is directed toward improving basic teaching skills defining instructional objectives, encouraging flexibility in approaches and methods, and stimulating desirable attitudinal changes. Workshops and lecture-discussions cover a range of interests and needs. To encourage participation the Institute provides release time for teachers by employing practical (parent) and regular substitutes. For evening and weekend participation in IED activities teachers are stipended. Directly or indirectly over three-fourths of all IED teachers have been involved in IED sponsored programs.[3]

Objectives are wonderful. No one has ever stated an objective or an intention that was not noble, far-reaching and of immense benefit to, at the very least, humanity. Unfortunately, much lies between statement and accomplishment, and many times the latter becomes unrecognizable in terms of the former. So, while the objectives of IED seem undeniably sensible as well as essential, we must consider the accomplishments as well, the actual programs which have been designed to reach these objectives.

It should be made clear, however, that to completely catalogue the activities and accomplishments of the Institute is an impossible task. Activities are carried on at many levels on many scales, from exploration resulting from individual initiative (or inspiration) to the city-wide workshops of varying duration. Extensive record-keeping requires of both the organizers and the participants a loss of time for valuable activities as well as an implied requirement for formality. This is not to say that records are not useful, for they are and IED does keep an account of the numerous activities in which they are involved. These records are accurate and detailed, largely evaluative, but they are not inclined to be picayune. To even present here only what is available would result in a paper of gargantuan proportions. Therefore, it seems most practical to present instead

a partial summary of the major activities sponsored by the Institute for Educational Development.

The type of activities vary widely from lectures to actual work sessions, including such things as conferences, conventions, practice sessions, workshops, resource preparation sessions, consultant programs and direct experience clinics.

A number of lectures have been presented by recognized authorities on various educational topics. Author-educator John Holt[5], for example, gave a lecture/discussion at the University of Maryland in December of 1970.

Dr. Charles Galloway, from Ohio State Universtiy, lectured on "The Teachers Non-Verbal Behavior", and from the University of Maryland, Dr. James Hymes discussed the subject of "Discipline". Other lecturers included Dr. Walter Gantt, who spoke on "Teaching Strategies", Dr. Marshall Rosenberg on "Communication and Individualized Instruction", and Dr. Alyce Gullattee on "Role Identification and Human Sexuality - Sex Education in Public Schools".

Not only were resources and resource people brought here; IED also provided many teachers with the opportunity to attend major conferences in other parts of the country. Among these were: the Association for Teacher Educators Conference in Chicago, the Association for Childhood Education International in Milwaukee and Boston, the National Art Teachers Conference in Dallas, the International Reading Association Conference in Atlantic City, the National Science Teachers Association Conventions in Cincinatti and Chicago, the 26th Annual ASCD Conference in St. Louis, the Wff n' Proof Workshop in Ann Arbor, and the National Council of Teachers of Mathematics Conference in Chicago. Again, the list is only partial.

Several localized activities were also carried on and these too were of a wide variety. A "Reading Program Demonstration and Taping Session", for student teachers and sessions for supervising teachers were all held in area school buildings. A three-day "Media Workshop" took place at the University of Maryland Educational Technology Center and at the Trinity Episcopal Church.

IED has also sponsored several long-range programs, some of which span several months. Dr. Dalmas Taylor has conducted four "Mental Health Clinic Follow-Up Sessions", the most recent topics of which were "Teacher Motivation and Its Application" and "Clarification of Values". Dr. James Greenberg and Dr. Elizabeth Schumacher, from the University of Maryland, conducted a class in "Supervision of Student Teaching". Reading Consultant Janet Laird from the University of Michigan has held a number of sessions dealing with strategies in "The Teaching of Reading". Dr. Layman Allen[6] comes in frequently from Ann Arbor, Michigan to work with teachers in the innovation of instructional games through workshops, discussions and game sessions. The First Wednesday program lasted for five months, from October through February, with Dr. Nicholas Long as consultant. The topics included "The Problem Child", "The Disruptive Child", "The Conflict Cycle", "How to Make the Plan Work - Management" and "Preventive Behavior Techniques".

It should be noted that, although this listing is only a summary, the programs included cover a vast range of topics and employ just as large a number of techniques. Perhaps the most amazing fact about the list is that it covers (again, in summary) only one academic year, and not a complete one at that. All of the activities mentioned above took place during the current 1970-1971 academic year, between the months of September and April[7].

We would perhaps be guilty of understatement if we said simply that the Institute for Educational Development offers a practical approach to the achievement of the objectives of staff development. Nevertheless, since the Institute is unique in that respect, that statement in itself is sufficient testimony to the immeasurable service IED has done the educational community.

As an innovative project, however, IED will not last forever. It has taken the initiative, it has gained us a foothold for further work in the area of staff development. It has approached a very serious problem at its roots and has experimented with a number of ways to provide solutions for that problem.

It is up to us now to continue that experimentation and that progress. We are the ones who will either waste or wisely invest all of the work they have done. We are the ones who must decide just how much we want our educational system to improve by deciding to be serious about the question of staff development.

IED has shown that staff development is not only necessary, but that it is a process more widespread in scope and content than most of us imagine. It involves much, much more than simply accumulating credits. Even here there exists a paradox in our standards and our priorities. We persist not only in giving credit for, but in demanding that our teachers involve themselves in certain predetermined, often non-essential areas. Yet we are not willing to acknowledge that there are other fields to explore and other techniques to employ. By not considering accreditation for true staff development programs, we are actually discouraging that development.

A serious program of staff development demands constant awareness, constant evaluation, constant adjustment and constant innovation. Certainly it is not unreasonable to expect this from a modern, meaningful school system. For education to be worthwhile it must be realistic and applicable within the society that promotes it. Anything less is hypocrisy. And the only way for our system to achieve and maintain these qualities is through staff development, approached honestly and objectively.

The world is such today that we can no longer simply push our children in the direction of the toolbox and expect

them to build or rebuild on an ever-changing foundation, a foundation which, though it is indeed constantly shifting, is all they have to build on. We must teach them about their tools; how they work and what they can do.

And we must teach them about that foundation.

FOOTNOTES

[1] The seven IED associated schools and their principals are: Coolidge High School (Dr. William Rountree), Paul Junior High (Mr. Edward Armstead), Rabaut Junior High School (Dr. Lawrence Graves), Brightwood Elementary School (Mrs. Catherine Chavis), Shepherd Elementary School (Dr. Sol Gnatt), Takoma Elementary School (Mrs. Lucille Raphael), and Whittier Elementary School (Mrs. Carolyn Troupe). The main office for the Institute is located at Rabaut Junior High School. The Elementary Teacher Education Center is located at Whittier Elementary School (Mrs. Alice Butler, Coordinator) and the Secondary Teacher Education Center is located at Paul Junior High School (Mrs. Shirley M. DeShields, Coordinator).

[2] A statement of objectives for the period January 1 through April 15, 1970 from the ESEA (Elementary and Secondary Education Act) Title III Program PROGRESS REPORT. The same objective was similarly stated in previous reports and again repeated in subsequent reports.

[3] A summary of IED program objectives as they appear in the ESEA Title III Review for the Fiscal Years 1966-1969. The publication entitled The World Would Be a Better Place consists of reports on various on-going Title III projects in the District for the period stated.

[4] A portion of the outline for "The IED Teacher Education Center Conceptual Model" as it appears in Institute for Educational Development, a summary of plans, programs, and progress published by the Institute.

[5] John Holt is the author of several widely-discussed books on the field of education, including How Children Learn and How Children Fail.

[6] Laymen Allen is a professor of mathematics at the University of Michigan in Ann Arbor. He is the creator of several well-known instructional games, among them the game of logic Wiff n' Proof. He, along with several of his colleagues, hosted a workshop in Ann Arbor and Dr. Allen has conducted a number of workshops and discussion sessions in the District.

[7] For a somewhat more detailed, though still incomplete, listing of IED staff development programs from February of 1969 through April of 1971, see Appendix A.

APPENDICES

APPENDIX A

a partial listing of staff development programs (1969-1971)

APPENDIX B

staff development program density graph (1969-1971)

APPENDIX C

the dynamics of development - present and proposed

APPENDIX D

a brief explanation of ied

APPENDIX A

A PARTIAL LISTING OF STAFF DEVELOPMENT PROGRAMS (1969-1971)

The following chronological list includes only some of the programs IED has carried on in the field of staff development within a period of just over two years. It should be made clear that this is not a list of IED activities, but a sampling of some of the activities the Institute has been involved with in the area of staff development only.

1969

FEBRUARY

Association for Student Teaching Conference, Chicago, Illinois (26 - 1 March).

MARCH

"Creativity and Value Building", presentation by Dr. Margaret Wood of Seattle, Washington, D.C., (12).

ASCD Conference, Chicago, Illinois, (16-20).

MAY

Human Relations Laboratory, Coolidge High School, (28-29).

SEPTEMBER

University of Maryland Math Project Organizational Meeting, Washington, D.C. (22).

OCTOBER

University of Maryland Math Project Classes, Whittier Elementary School, (6).

Non-Verbal Communication Workshop (Dr. Charles Galloway), Trinity Episcopal Church, (15-16).

NOVEMBER

Teaching the Socially Maladjusted Child (Mrs. Barbara Lyles), Whittier Elementary School, (12).

Video Systems Demonstrations, Rabaut Junior High School, (12).

"Beliefs and Education: Implications for Change", presentation by Dr. O.J. Harvey of the University of Colorado, Trinity Episcopal Church, (20-21).

1970

JANUARY

"Discipline", presentation by Dr. James Hymes of the University of Maryland, Whittier Elementary School, (13).

FEBRUARY

Association for Student Teaching Convention, Chicago, Illinois, (25-28).

MARCH

"Teaching Strategies", (Dr. Walter Gantt), Whittier Elementary School, (9).

Video Systems Demonstration, Rabaut Junior High School, (12).

NCAA Track Clinic, Detroit, Michigan, (12-15).

National Science Teachers Association Conference, Cincinnatti, Ohio, (13-17).

Session with Reading Consultant Janet Laird, Takoma Elementary School, (23).

APRIL

National Association for Student Teaching Clinic on "The Teacher Education Center Concept - A Vehicle for Continuous Pre-Service Teacher Education", Washington, D.C., (7-10).

Association for Student Teaching Clinic, Trinity Episcopal Church, (8-9).

Simulation Games Sessions (Dr. Henry Wallace-University of Michigan), Trinity Episcopal Church, (8-9).

Communication and Individualized Instruction (Dr. Marshall Rosenberg), Trinity Episcopal Church, (15-16).

MAY

Conference on Field Experiences, Washington, D.C. (11).

Center of Programmed Learning Conference, Ann Arbor, Michigan, (26-27).

JUNE

Woodlawn Community Project, Chicago, Illinois, (10-11).

Mental Health Workshop (Dalmas Taylor, Alberta Vallis, Conrad Hicks), Rabaut Junior High School, (15-19).

Programmed Games Workshop (Layman Allen), Rabaut Junior High School, (15-19).

Reading Workshop (Janet Laird), Rabaut Junior High School, (15-16).

Ethnic Studies Workshop (Brenda Strong), Rabaut Junior High School, (15-26).

Simulation Games Workshop (Dr. Frederick Goodman and Henry Wallace), Rabaut Junior High School, (22-26).

National Education Association Conference, San Francisco, California, (28-7 July).

Achievement Motivation Workshop (Consultants from Sterling Institute) Rabaut Junior High School, (28-14 July).

JULY

Mathematics Workshop, University of Maryland, (23-7 August).

AUGUST

Association for Student Teaching Annual National Summer Workshops, Portland, Oregon, (14-29).

SEPTEMBER

Session with Reading Consultant Janet Laird, IED Schools, (28-29).

OCTOBER

Mental Health Clinic Follow-Up Session (Dalmas Taylor), Rabaut Junior High School, (3).

"The Problem Child" (Dr. Nicholas Long), Whittier Elementary School, (7).

Sessions for Supervising Teachers, Shepherd Elementary School, (13).

"The Teachers Non-Verbal Behavior" (Dr. Charles Galloway-Ohio State University), Trinity Episcopal Church, (15-16)

NAEYC, Boston, Massachusetts, (18-21).

Classroom Management Session for the Student Teachers (Viola Ellis), Brightwood Elementary School, (21).

Session with Reading Consultant Janet Laird, Whittier Elementary School, (26-27).

NOVEMBER

"The Disruptive Child" (Dr. Nicholas Long), Whittier Elementary School, (4).

Reading Program Demonstration and Video Taping Session, Rabaut Junior High School, (12).

National Association of Early Childhood Education, Boston, Massachusetts, (18-20).

DECEMBER

"The Conflict Cycle" (Dr. Nicholas Long), Whittier Elementary School, (2).

Lecture/discussion with author John Holt, University of Maryland, (2).

"An Evening of Programmed Games", Rabaut Junior High School, (10).

Programmed Games (Dr. Layman Allen), IED Schools, (10).

Second Mental Health Clinic Follow-Up Session (Dr. Dalmas Taylor), Trinity Episcopal Church, (10).

"Teacher Motivation and its Application" (Dr. Dalmas Taylor), Trinity Episcopal Church, (17).

Planning for Academic Excellence Workshop, Rabaut Junior High School, (21).

National Science Teachers Association Conference, Chicago, Illinois, (26-30).

National Council of Teachers of Mathematics, Chicago, Illinois, (26-31)

1971

JANUARY

"How to Make the Plan Work-Management" (Dr. Nicholas Long), Whittier Elementary School, (6).

Session with Reading Consultant Janet Laird, IED Schools, (25-26).

"Strategies in the Teaching of Reading" (Janet Laird), Rabaut Junior High School, (27).

Discussions with Dr. Layman Allen, Coolidge High School, (28-29).

FEBRUARY

Simulation Games Workshop, Paul Junior High School, (2).

"Preventive Behavior Techniques" (Dr. Nicholas Long), Whittier Elementary School, (3).

Wff n' Proof Workshop, Ann Arbor, Michigan, (16-17).

Association for Teacher Educators, Chicago, Illinois (24-27)

MARCH

ASCD 26th Annual Conference, St. Louis, Missouri, (6-10).

"Supervision of Student Teaching" (Dr. James Greenberg, Dr. Elizabeth Schumacher-University of Maryland), Whittier Elementary School, (8).

"Sex Education in the Public Schools-Role Identification and Human Sexuality" (Dr. Alyce Gullattee), Trinity Episcopal Church, (12).

"Clarification of Values" (Dr. Dalmas Taylor)' Trinity Episcopal Church, (13).

National Science Teachers Association Convention, Cincinatti, Ohio, (13-16).

APRIL

Media Workshop, University of Maryland Educational Technology Center, (1-2).

Media Workshop, Trinity Episcopal Church, (3).

National Art Teachers Conference, Dallas, Texas, (3-9).

Association for Childhood Education International, Milwaukee, Wisconsin, (11-14).

International Reading Association Conference, Atlantic City, New Jersey, (20-23).

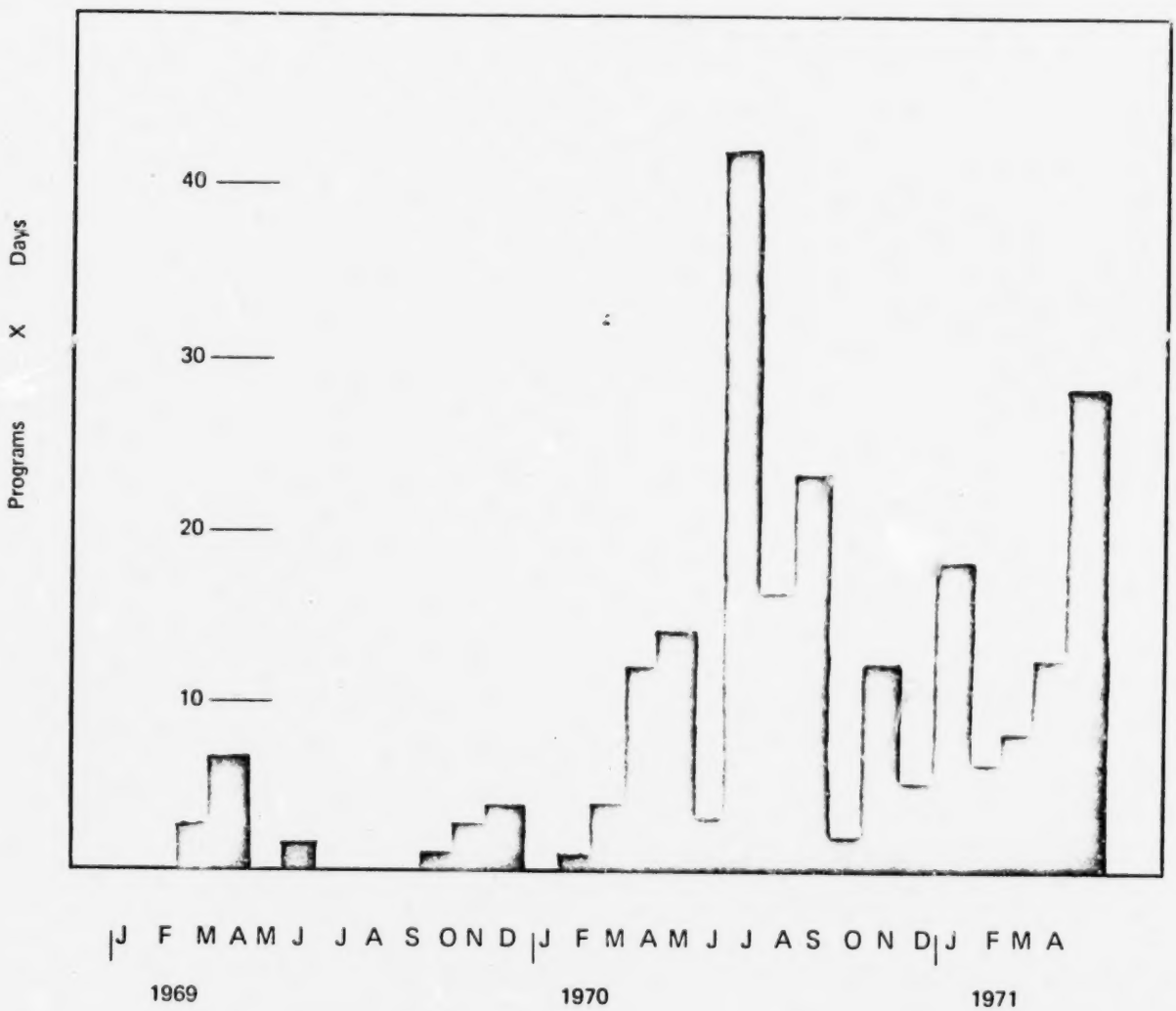
EDAAAPER Convention, Philadelphia, Pennsylvania, (21-25).

Educational Games Workshop (Dr. Layman Allen), Trinity Episcopal Church, (23).

Association of Teacher Educators, Chicago, Illinois, (24-27).

APPENDIX B

STAFF DEVELOPMENT PROGRAM DENSITY GRAPH (1969-1971)

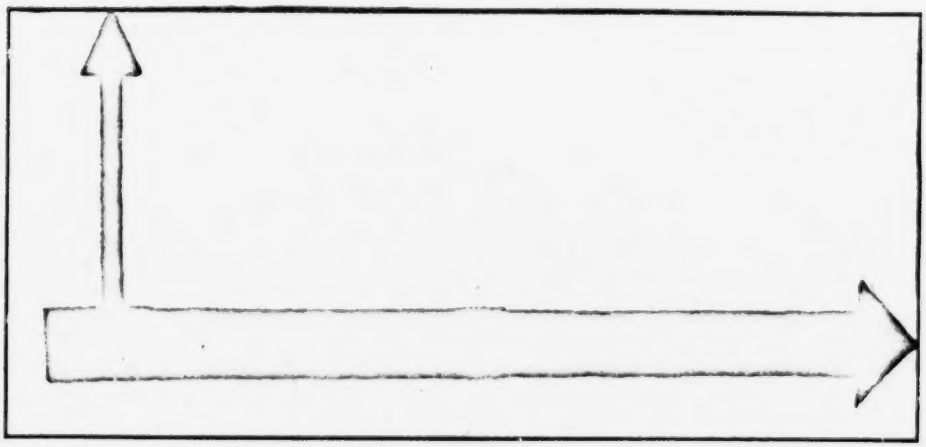


The graph above illustrates the distribution of the projects listed in Appendix A over a three-year period. Based on that list, which is by no means all-inclusive, this graph can only offer a general picture and a simple pattern. That pattern shows us that IED, like any other organization (or organism) has been going through a steady process of "maturation" since its beginnings in 1968. As the Institute began to clarify its objectives and to realize its capabilities, it became increasingly more able to efficiently conduct large-scale programs. It also began to effectively coordinate a number of simultaneous, inter-related programs.

What does not show on the graph is the number of individuals involved in such activities. IED has evolved from a program of limited influence to its present, more far-reaching status. It has been estimated that, in terms of the number of teachers who have been served in some way by IED, the influence of the Institute very closely approaches one hundred percent.

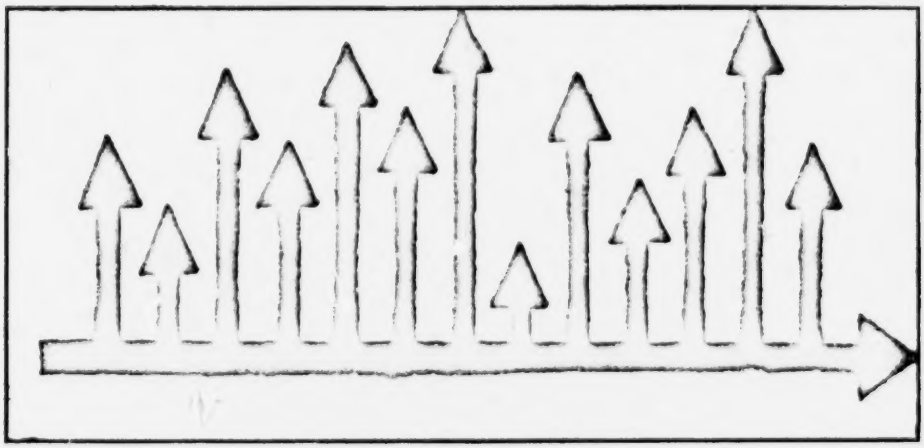
APPENDIX C

THE DYNAMICS OF DEVELOPMENT: PRESENT AND PROPOSED



Above – present

Below – proposed



The diagrams above represent rather simply the patterns of movement toward development in the educational system. Presently, the mainstream of teachers remain consistent within the system, and the result is stagnation. The few attempts at development involve "extra-service" activities, that is; degree-oriented but not necessarily development-oriented work.

The proposed program of staff development allows for non-degree oriented exploration and thus a greater opportunity for actual practical development. It accepts the idea that there is more than one path which leads to progress, therefore, allowing more individuals to experiment and to share their experience with others. Such a program will at least result in the injection of vitality and dynamic motion into our educational system.

APPENDIX D

A BRIEF EXPLANATION OF IED

Under Title III of the Elementary and Secondary Education Act, funds are provided for limited term innovative educational programs. The Institute for Educational Development, initiated in 1968, is such a program. The major objectives of the program lie in three specific areas; staff development, curriculum development and community involvement. To achieve these ends, the Institute acts more or less as a bookkeeping agency, channeling its available funds in response to the need for material and personnel in these three areas.

IED is presently guided by its Elementary and Secondary TEC Coordinators, Mrs. Alice Butler and Mrs. Shirley DeShields, respectively. Both are also members of the IED Advisory Board, a committee which shares the responsibility for program development and implementation. The Advisory Board is made up of teacher and parent representatives as well as the seven school administrators. The central office is located in Rabaut Junior High School (Kansas and North Dakota Avenues, N.W.), though the activities extend not only throughout the seven school area, but virtually all over the country.

The Institute for Educational Development, having been in existence for the predetermined three year period, is now in the process of being phased out. Funds for the project have not been renewed beyond its present term, and the project will thus end on June 30, 1971.

FOR FURTHER INFORMATION ...

FURTHER INFORMATION CONCERNING THE OBJECTIVES, ORGANIZATION AND OPERATION OF IED IS AVAILABLE IN A NUMBER OF LOCAL EDUCATIONAL PUBLICATIONS. FOR A MORE DETAILED DISCUSSION OF THE PROJECT, ONE OR MORE OF THE FOLLOWING ITEMS WILL BE OF CONSIDERABLE VALUE.

**THE WORLD WOULD BE A BETTER PLACE (AN ESEA TITLE III REVIEW. TITLE III REPORT FOR FISCAL YEARS 1966-1969)

Summarizes the purposes, objectives and priorities of IED and offers a picture of the Institute in the light of other on-going Title III projects. Discusses several of the IED programs and offers some detailed information concerning the Teacher Education Centers and the Instructional Innovation Fund.

**IED: INSTITUTE FOR EDUCATIONAL DEVELOPMENT (PUBLISHED BY THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT)

Outlines the objectives of IED in the specific areas of community involvement and curriculum and staff development. Includes a summary of the programs and methods being used for the accomplishment of these objectives and a valuable explanation of "The IED-Teacher Education Center Conceptual Model.

**A GUIDE FOR STUDENT TEACHERS AT THE DISTRICT OF COLUMBIA TEACHER EDUCATION CENTER (PUBLISHED BY THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT)

Prepared by supervising teachers under the direction of Dr. Elizabeth Schumacher as a result of their workshops in "Supervision of Student Teachers". A self-proclaimed "non-guide", it provides a framework for student teachers to build on while offering ideas and alternatives consistent with the aim of IED to promote innovation in the classroom.

**CAPITAL/PACE (ESEA TITLE III NEWSLETTER. FEBRUARY 1971)

This edition of the small monthly publication is devoted to the Institute for Educational Development. Offers a brief summary in answer to several basic questions related to the project (What is IED? Who benefits from IED? How does the program operate? Who administers IED?) Provides valuable background for an understanding of the organization, intention and operation of the Institute.

**THRUST FOR CHANGE: SUMMER CLINICS AND FOLLOW-UP (PUBLISHED BY THE INSTITUTE FOR EDUCATIONAL DEVELOPMENT)

Offers information on the background, need for and objectives of the Summer Clinics held June 15 through June 26, 1970. Implications and extensions of the Developmental Reading Clinic, the Ethnic Studies Clinic, the Mental Health Clinic and the Instructional Games Clinic are also considered